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ABSTRACT

This booklet was prepared to assist school administrators in developing effective strategies to cope with school violence and vandalism. Various chapters prepared by different authors address different perspectives and aspects of the problem. Topics of the chapters include early prevention, the interagency team concept, management in a team structure, parent education, a plan for school/agency/community cooperation, programs that are working, and security measures for vandalism and violence control. The final three sections describe two interagency youth service programs, examine the 1974 California law that created the School Attendance Review Board, and present a bibliography of publications and audiovisual materials dealing with school violence and youth service programs. (JG)

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A RESOURCE MANUAL FOR REDUCING CONFLICT AND VIOLENCE IN CALIFORNIA SCHOOLS

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Schools are hit by vandalism because they represent failure to children. Violence comes from a person feeling: Nobody cares for me. We've got to develop a sense of community and community action. No police force is ever going to be able to combat juvenile crime and vandalism.

Dr. Philip Zimbardo
Stanford University

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Joseph M. Brooks, Executive Secretary

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The suggested procedures for bringing about community, interagency cooperation were drafted by Margaret C. Grier, Chief Probation Officer, Orange County Probation Department. The model for the school-based interagency team was provided by Jerry Mullins, Project Supervisor, Yerba Buena Crisis Counseling Center, San Jose.

Many of the model programs were collected by Owen Knox, Council of Black School Administrators, and Ron Johnson, President of the Association of California School Administrators. Both men functioned as chairmen of subcommittees of the Ad Hoc Committee on the Prevention and Management of Conflict and Crime in the Schools, established by Wilson Riles, Superintendent of Public Instruction, and Attorney General Evelle Younger.

Agency lists and bibliography were supplied by Sterling Boyer, Office of the Attorney General. The "Heart of the Matter" philosophy was developed by the Minority Education and Student Needs Committee of CSBA, Daniel Towler, Chairman, and articulated by Joseph M. Brooks, Executive Director, and Charles Wood, President, CSBA.

This resource manual was compiled to assist the state-level Ad Hoc Committee in an effort to get an action plan and resource materials into the hands of school, agency and community leaders as quickly as possible.

THE HEART OF THE MATTER

by Joseph M. Brooks
Executive Secretary
California School Boards Association

Current Practices Do Not Appear to Get To The Heart of The Issue

The usual recommendations for conflict resolution and violence prevention do not appear to get to the heart of the primary causes of the violence. Organizational responses to the issue of crime and violence appear to represent adult organizational philosophy rather than a critical search for basic causes and solutions.

One could expect parent groups to express on an issue the need for community involvement; teacher's organizations to plea for class size reduction; school boards to ask for better teachers through inservice training; school administrators to advocate study, survey and research; juvenile authorities to search for better practices of rehabilitation.

The suspicion is that these responses are adult needs expressed through adult-oriented organizations and may have little relevance to the identification of individual mental and emotional illness that results in destruction and violence.

Socially adjusted adults continue to philosophize on containment of violence in meetings while socially maladjusted individuals, young and old, wander around campuses, elementary and secondary, living bombs of violent behavior.

The cause of violence and vandalism is simple — internally within a child or an adult is a need to harm people and things. When we begin to develop programs to identify these people with problems, to develop school institutional structures that can extend help to those in need, then we will begin to reverse the upward trend in violence and vandalism. When we can help people to have self-esteem at an early age, help people to have the potential to care and love, we will have safe streets, safe schools, and safe communities.

Recommendations

A. The solution must start with the question: Why does a child or adult commit vandalism or violence?

Why can one child hug and kiss his or her teacher and another sit in sullen resentment and withdrawal? Why can one child cheerfully clean his desk and another must throw ink on the walls of a classroom? Why can one child engage in cooperative plan activity and another must hit, strike, and abuse any weaker child encountered?

Why and when did a child first feel frightened and insecure — unable to feel at ease and be himself? Why and when did a child first feel generalized anger — a need to get even? Why and when did a child first feel a reluctance to go home, to go to school, to go to church, to go to the playground or the youth activity?

Why and when did a child first feel guilty, dirty, inadequate — unable to cope? Why and when did a child first perceive the outer world as his enemy and withdraw into himself?

If we learn the answers to these questions and develop for the child programs that offer assistance early, then violence and vandalism could, in a large part, be eliminated from American schools and indeed from American life.

B. The solution must recognize that all indications are that between birth and eight years of age, the factors that cause violence and vandalism and all other forms of anti-social behavior have done their work. We know today there is no such thing as child and adult behavior. There is only consistent human behavior expressed in cognitive and emotional responses learned at a *very early age.* Help when and where needed should be the primary objective of early childhood and elementary education.

Helpful programs must, therefore, be taken to the child at an early age — this means: (1) to his home, (2) to his school, (3) to his church and club activities, (4) to his neighborhood street and playground. Our elementary schools must become family-centered institutions.

(1) The curriculum must give the child a chance to study himself — where he is, how he got there.

(2) The school must provide help for his parents to understand where they are and how they got there.

(3) The church and other institutions must be integrated into a supportive role.

(4) Community programs offering activities for youth must be assisted in understanding their important roles and must be supported by the community.

(5) All the present social institutions and agencies working on these problems which are scattered geographically across our communities and managed by a conflicting bureaucracy, must be housed in neighborhood assistance centers to be located in the elementary schools of this country. The programs that seek to sustain the intellectual, emotional, and physical well-being of a child must be brought to the home, school, and neighborhood where a child is formed by the experiences of his early years.

Some Hard Questions Will Have To Be Asked

We must stop being protective of the feelings and images of adults and adult institutions. The causes and factors in the adult world that lead to the creation of angry, ill children must be put under the identification microscope.

We do not believe that the adult world will ever be made a perfect place in which children can mature. We do believe that with proper helpful programs the great majority of children can be taught to cope with the injustices of the adult world without resorting to senseless violence.

It must start with a willingness of adults to look honestly at themselves as parents, teachers, church-people, neighborhood citizens, lawmakers, and to understand that, at least in part, most of the laws passed in the name of helping and safeguarding children are laws passed to satisfy adult objectives and to protect some adult relationships with children. We cannot help but comment on the historical fact that anti-child labor laws and compulsory education laws were only passed when child labor became competitive with the adult workers of the world.

We, therefore, believe these searching questions must be asked:

A. Does a child grow in confidence and security because of his/her home, or does the home contribute to his/her illness? With more than one out of three homes in America breaking up, home life would appear to lack something for many adults; a suspicion exists that it offers even less for many children.

B. From individual parents, does a child learn justice and love, or are his/her first experiences models of indifference or even abuse?

C. From his/her community, does a child learn the meaning of cooperative caring, human sharing, or does he/she learn indifference and upmanship; does he/she see beauty or ugliness, hear concern or apathy, know quiet and security or anger and violence?

D. In his/her school, does a child sense that he/she is important — that someone will give her/him time to be concerned with the most important thing in the world — himself/herself; or is he/she constantly pressured at the sound of a bell to meet adult demands to read, to draw, to figure, to become a statistic for a teacher, a school board, a state official, a state legislature?

E. Will a child encounter in his/her church, scout troop, and schools adult people who care for him/her, who can listen and hear his/her needs; or will an adult treat that child as a sinful object needing salvation, an inferior intellect who needs to be pumped full of adult wisdom, an object to be molded to a mythical organizational image?

Some Important Statistics

In a recent legislative newsletter Assemblyman John Vasconcellos published these statistics from official records and public polls.

—Last year there were 210 suicides in America by children under the age of 13;

—Last year 600,000 kids ran away from home in America;

—In 1971, 60,000 child abuse cases were reported in America;

—Serious crime by girls under 18 has increased 306% since 1960 in our country;

—In the first 9 months of 1973 California had 131,000 marriages and 118,000 divorces;

—14% (41,306) of all live births in California last year were illegitimate;

—Pharmacists filled 225,000 prescriptions for psychoactive drugs in 1970;

—We have 10,000,000 alcoholics;

—59% of our people (recent Harris survey) feel alienated, disaffected; and/or disenchanted with our country;

—63% believe believe the people running the country don't care what happens.

In the great beehive of modern society this alienation is growing; so is vandalism and violence among the young.

Summary

The task facing our schools and society is not an easy one. For we must ask adults, parents, teachers, board members, taxpayers, legislators and the authoritative institutions they represent to admit their own inadequacies as they relate to assisting the healthy growth of a caring human being. And what is even more difficult is to ask them to spend their time and resources to create a world for children that in most cases they never knew — a world that may appear to threaten the defenses they have so carefully and for so long developed. For if society tells an adult, whose own personality is the result of an indifferent environment, that as a parent, a teacher or policymaker he/she should love the child in his/her care, but does not teach that parent how to do so, then the adult will hide his/her guilt — societal failure — in a thousand ways. He/she will call it the sanctity and privacy of the home, academic freedom, the inability of the school to be everything to everybody, the need for discipline, excessive welfare, prohibitive cost, brainwashing. The defenses are endless because the inability to love among adults is very great. Not because of intent, but because of the way he/she must respond to life, the adult passes his failures to his/her children.

Note

Throughout this book are interspersed excerpts from the writings of high school students. They were collected by Andrew Summers in his year of teaching a class of "hard-core Failures" in an educational study known as "Operation Wastebasket," and are fully presented in his book, *Me The Flunkie.** These "themes" which are classwork on various assigned topics, express the frustration and alienation of the type of student this manual was published to help.

The name of my book is City Jungles and is about Crime don't pay and all. What the book is tryin so say is the same as that. That is the top ic my review theme. IF youl read the book you'll see what the auther is tryin to say in his theme. I want be hear tomorrow
Buy the way Mr. Summers
cause some mans put the wipe out on me and I got to go to court.

Sherman

i have always wanted
to blow every school
into little bits. someday
i probly will.

Burr Cox

"The Book I read was Les Miserables which means people who has a tuff time in life. It had a lot of big words and I only read 14 pages and stopt. It was a hard book. I guess I am a Miserable sort of.

* Andrew Summers, *Me The Flunkie*, Fawcett World Library, 67 West 44th Street, New York, N.Y. 10036. 1970.

THE INTERAGENCY TEAM CONCEPT

by Jerry Mullins, Project Supervisor
Yerba Buena High School, San Jose

We frequently hear references to the *management* of conflict and crime on the campus. To me the word *management* does not necessarily suggest that we are *seeking the root causes* of crime and conflict as much as it suggests that we must build a structure within which we are better able to contain violence and establish a climate for *dealing with the root causes* of crime and conflicts. I would submit that management structure is indeed the major problem in our educational system today.

The management problem is a result of the long standing split between the school and the community. Historically, our schools have been self-contained societies without the full benefit of human services that are available to the larger community. As a result, the schools have had to cope with socio-economic problems in their own fashion.

Educators have had to divert their attention from their primary function and take on secondary roles that had nothing to do with their academic responsibilities. They have been doing this ever since the establishment of the little red school house, but now in this highly technical, urbanized and much enlarged world, where school enrollments exceed the population of some small rural townships, the practice has become disastrous.

Add to this the disruption of family life, the loss of control and respect of parents by their children, the multitude of new experiences and philosophies in this "enlightened" society, the alienation and disenchantment of the poor and the minorities and the problem of management in the schools becomes even more ominous.

Philosophy and Method

Crime and conflict in the schools has reached a critical level. We must recognize crime and conflict on the campus as a crisis and deal with it as such. If we do recognize it as a crisis, it would seem that our first concern would center around the endorsement of a philosophy and method of containment.

Such a philosophy and method would have to contain within it, not only a solution for the immediate crisis, but a structure that would encourage consistency, continuity, and basic conformity bringing about a new stability on the campus. It would have to be a structure that generates an on-going momentum within the school to develop the programs to deal with the root causes of crime and violence, but at the same time to assure that the good results of those programs are reinforced from grade 1 through grade 12. Only a sophisticated system of school management based on a working relationship between school and community can achieve this kind of structure.

Root Causes of Conflict

Although the Yerba Buena Crisis Counseling Project has only been in effect for two and one-half years, the philosophy and method behind it has been evolving for the past ten years. In 1963, we developed a program called Project Character to study the root causes of conflict in the lives of our young in the East Side of San Jose. We took surveys of students, teachers and parents; we conducted teacher inservice programs and invited students, teachers, parents and community leaders to confront education with their concerns and problems.

We learned what the major disruptions were in the lives of the young people of our community, but they were of such a nature that we as educators laboring within the constraints of our educational system were not able to deal with them. They called for a special coordination with outside services that simply did not exist during the three years that the project was functioning. In fact, we had not even reached that stage of development. That would come after painful experiences of riot, violence, bombing, philosophical and racial differences. From these painful experiences, we learned that the school could not stand alone.

Programs such as Project Character, where we concentrated on self-image, teacher-student relations, etc., were all well and good, but

without an effective school-community management system they were not much more than 10% effective. An on-campus riot took place in 1967. The tie between community and school was weak; confrontation resulted.

Teachers and administrators were at odds in regards to basic disciplinary procedures. Teachers themselves were as much divided as people in the community. Students received an overdose of one of the major complaints recorded in Project Character — adult inconsistency. Different messages came from different teachers, parents, agency representatives and militants. The result was mass student confusion, and not much academic learning took place that year.

Home — School — Community Liaison

A new spirit began to evolve in the East Side Union High School District from 1967 to 1971. It was one that encouraged greater community involvement in school affairs. The first step was the creation of the home-school liaison program. Representatives from the neighborhood were hired by the school to improve and maintain better home-school relations. Teachers and counselors were encouraged to make as many contacts with the home as possible.

The next step came in connection with an educational park study. Its purpose was to develop a preventive strategy for meeting tomorrow's educational demands. Blue ribbon committees were made up of students, city and county leaders, parents and teachers.

The parent's committee recognized the need of an interagency concept built into the future Educational Park. It was without doubt the most innovative strategy presented through the study. It was reviewed and approved by all the committees. There was no attempt to show how it might be implemented or to expound on a school-community philosophy.

All of these previous efforts to build a new relationship with the community culminated in 1972, in a master plan to create a complete alliance between school and community. It is known as the Yerba Buena Crisis Counseling Project. Parents, students, teachers and agency professionals were involved in the development of the program.

Perhaps for the first time the role of the school in the community is being articulated and implemented in such a way that there is no doubt as to the school's relationship to the family, the neighborhood and the human service professionals. The major premises of the project's philosophy were presented at the first meeting of the State Superintendent's Commission on the Reform of Intermediate and Secondary Education:

1. The neighborhood is the smallest, most logical unit in terms of measuring need, delivering services, and evaluating results.

2. When services at the neighborhood level are increased and improved, the school in that neighborhood will begin to exhibit good side-effects.

3. The school is the established institution within the neighborhood. It's accessible to people. Both students and parents accept it. They sometimes expect more services than it can presently deliver.

4. Since the school is expected by its community to deliver more than simple academic services, it must be supported by a staff of professionals, who represent key community service agencies.

5. The school must not jeopardize its primary function, which is education. That function must not be diluted by diversion of educational staff. Rather it must be protected by the presence of a support staff representing other service agencies.

6. The school possesses a professional staff that works with the adolescent on a daily basis. Its counselors, administrators and home-school liaison consultants could be a rich source of information for the community professional. Shared information should result in increasingly effective and efficient action on the part of the community service agencies.

7. The school has a catalytic potential for uniting the community by bringing together under one roof professionals from various fields.

8. The school possesses both the facilities and the skilled personnel capable of instituting and carrying out follow-up programs once the immediate crisis is resolved.

The School As The Base

From these premises two very important components have emerged: (1) **The Agency Support System** and (2) **The Interdisciplinary or Interagency Team Concept.**

In developing the Agency Support System, the idea was to get a commitment of specific services from agencies, and organizations that would deliver when called upon to do so. Every possible kind of service was tapped, ranging from special tutoring to the supply of food and clothing. To date, there are some twenty agencies supportive of our project.

The Interdisciplinary Team Concept is the heartbeat of the Support System, and for that matter of the entire program. It is made up of a team of professionals coordinated by a school counselor referred to as the Crisis Counselor. The professionals on his team are representatives from major county agencies working out of the school. They supply services not only to the student, but to the other members of the community who have an effect on the student's life. Because they work together as members of a team vital information is shared, duplication is reduced and professional role differences are respected and appreciated.

Former escape hatches for the problem student are closed. The student finds that it is much more difficult to manipulate the system. But he also finds that there is greater consistency among the different agencies. Presently represented on the team is a social worker, a probation officer, two home-school liaison consultants, a parent and teacher training specialist, a school psychologist and a psychiatrist from the University of Stanford Medical Center. Parks and Recreation has recently assigned a member to the team.

With this kind of team work we have found that hours of counselor time previously spent on attempts to coordinate can now be handled rapidly by contacting a team member. The specialties of each of the team members are important, but together they may have an even greater importance. They encourage unity; they offer guidelines for effective behavioral modification programs; they train teachers and parents.

If fully operational, the Yerba Buena Crisis Project would be a County Service System at the neighborhood level. The neighborhood would consist of 100,000 to 150,000 people. Interagency teams would be set-up at key schools in the neighborhood.

A management or operations center would act as a focal point for neighborhood residents and team members. It would house a management team representing the major agencies and the people. It would act as an umbrella for volunteer and other satellite agencies.

From that Center and from the teams associated with it would come the leadership necessary to cut through the present maze of bureaucratic red tape. It would increase accountability by placing it squarely on the shoulders of the interagency teams responsible for upgrading the neighborhood. Continuing Needs Assessments would be practical and on-going. Expectancies would be clear cut. If there are 100 people on welfare, the team will know it; and they will be expected to reduce that number by initiating whatever programs may be called for. If delinquency is the problem, they will assess the reasons for it and proceed to take action.

Whatever the neighborhood's socio-economic or academic need, the team should be alerted to it and together team members should combine skills and imagination to deal with it.

This, then, is the direction in which the Yerba Buena High School Crisis Counseling Project is pointing. With this kind of decentralization and integration of services along with the recognition of the school as the central unifying force and established institution within the neighborhood, a long list of benefits will result. These are some of them:

- Accountability will become a strong element in our county service system.
- The needs of the community will be more easily assessed at the neighborhood level than they are at the county level.
- Interagency teams working together at the neighborhood level and identifying with a specific neighborhood can deal with the problems of its residents with a great deal more sensitivity than one individual who operates out of an office in another part of the community.
- Finally, some semblance of unity and coordination will result among professionals involved in crisis intervention and prevention.

MANAGEMENT IN A TEAM STRUCTURE

by John Sellarole, Associate Principal
and Jerry Mullins, Project Supervisor
Yerba Buena High School, San Jose

Benefits of a Management Team

Internal school management is of crucial importance in establishing an interagency team project. The responsibility for encouraging professional staff development lies with the school's principal. The principal must possess the energy and competence to build, facilitate, and direct an organizational framework based on team decisions and team goals.

The team work encourages unity and consistency. Instead of working in a vaccum, professionals influence and communicate with other professionals. A weak team member is supported by other professionals and has the opportunity to develop strengths. The team approach fosters a trust and respect that does not often exist in the traditional structure.

The impact of a faculty team is felt by students and by the overall educational program. Consistency in handling students is established. Decisions are made in conjunction with team input, not by each individual staff member or the principal alone.

The Little Red Schoolhouse Syndrome

Schools that are still operating with the "Little Red Schoolhouse Syndrome" will have to change to become team operations. The strength of the "Little Red Schoolhouse" system rests dangerously on the shoulder of one person and the cult of personality is too strong. Knowlingly or unknowingly, principals can choke-off or seriously hinder professional initiative and creativity that could put vitality in school-community relations, staff development, and curriculum improvement. In the "one-manager" system the professional potential of the staff at the lower level rests stagnant. Academic and social illnesses are submerged; communication is not open, honest, and consistent. There is no mechanism for change.

Decentralized Administration

By decentralizing administrative staff in order to communicate more fully with all segments of the campus, professional development is encouraged. A major part of that development comes through professional dialogue with one another.

The team structure creates a need for frequent staff meetings to keep on top of the problems. When there are no immediate problems it provides the opportunity to discuss long range goals and is open to brainstorming. It keeps creativity and hope alive, and offers a mechanism for encouraging constructive change.

Resource people should be available for continuous professional assistance to teachers and counselors. This can be in the form of university extension courses conducted under the roof of the school itself, or it may come in the form of qualified consultants to help staff performance.

The important thing is that the school experiences a forward motion. There should be a uniform movement toward common goals, an awareness and use of the mechanisms established at the school for professional growth. Consistency is important. It cannot be an "on-again, off-again" thing.

The Importance of Public Relations

A well managed administrative team will not isolate itself from the needs of the family and the neighborhood. In the homes and in the community are the root sources of individual and group problems that erupt in the school.

A public relations program in today's school is a must, if we intend to have the required support and loyalty of the people in the neighborhood. The school must use all techniques available to communicate, not only with parents, but also with individuals, and organizations that influence students' lives.

An effective administrative team will project the school into the community by setting up family education courses, encouraging participation, and delivering services beyond the academic to the people of the neighborhood.

PARENT EDUCATION

Most parents sincerely want to raise emotionally healthy, non-violent children, but too few parents possess the skills to do it. One of the reasons for parent's ineffectiveness, of course, is that few have ever received training for the job of parenthood. Preparation for parenthood in our society presently does not go much beyond buying a new bassinet, repainting a borrowed crib and purchasing a paperback of Dr. Spock.

A number of schools are now including parent education in their counseling programs. With an interagency team, one of its members works with the parents of children who are referred for help. Experience has been encouraging. Through parent education programs, parents learn:

"1. How to relate to their children so that they are less likely to respond to adults and institutions with hostile, aggressive, retaliatory behavior,

2. How to respond to children so that they develop a positive self-concept,

3. How to be helpful when children are having social problems at school,

4. How to promote self-disciplining, self-regulating behavior,

5. How to reduce destructive, self-defeating coping mechanisms children sometimes develop, such as temper tantrums, lying, cheating, drug abuse, fighting,

6. How to respond constructively to children's resistance to school, teachers, tests, rules." [1]

1. Dr. Thomas Gordon, *A New Model for Humanizing Families and Schools*, Effectiveness Training Associates, Pasadena, California (1971).

Working With Parents To Help Students Manage Themselves Better [2]

Neither school personnel, community agencies nor parents can single-handedly alter behavior patterns in students that have been reinforced for years by both the parents and the school staff. Only by working together in a consistent manner can the groups effectively combine to teach students new behavior modes that will permit them to learn efficiently and achieve social significance in a positive manner.

Behavior is learned — it is people's response to the situations they encounter as they explore their environment. Each person seeks social significance. If experience teaches that significance cannot be achieved by positive behavior, that person will seek to acheive it with negative behavior. During the first years of children's lives, they learn from parents and siblings what types of behavior will be rewarded with attention, praise, or punishment. Children are constantly either encouraged or discouraged by those around them as they attempt new tasks.

The behavior patterns that disturb teachers or are later branded delinquent are merely extensions of those learned at home. Many of these patterns work "successfully" (i.e., the child gets what he/she wants) at home or on the streets, but do not work in school or in task situations.

Parents can be helped to change their attitudes and assist their children to build new, more adaptive behavior patterns through group counseling sessions. The Yerba Buena Crisis Counseling Program offers weekly parent training sessions for all who are interested. Some parents come for just one session, but many attend for three to six months and return occasionally thereafter for reinforcement. The task of the group is to identify the true causes of conflict in the family and to help the parent become aware of his/her true feelings toward the child — the feelings that may be interfering with his/her effectiveness in teaching the child. The purpose of the group is *never* to make the parent feel guilty or discouraged. Every parent is doing some things right and the group must recognize the parent's desire to be a good parent, and reinforce it.

2. Article by Vivian Barry, Counselor, Special Programs and Jerry Powell, Crisis Counselor, Yerba Buena High School, San Jose.

Experience at Yerba Buena has shown that the simple fact of a parent's participation in such a group can cause changes in a student's attitude. The student is aware that parents and school staff are now communicating directly, and that he/she can no longer manipulate the situation. The student is often, though not always, pleased with this sign of parental interest and concern.

Parents who are attempting to set new limits for their children as a result of their group training sessions need constant support as the child acts to test those limits. No parent should be urged to try to change the home situation until he or she is ready to do so. Only when the parent's attitude toward the child changes will a change in his/her behavior be effective. Children recognize conviction as quickly as they sense its lack.

Parent groups have proved to be one way to strengthen family relationships in ways that help a student manage himself/herself better. They are effective when they are led by trained personnel, offer a consistent message, and clarify both the home and the school situation.

Involving Parents and Community In An Interagency Program [3.]

A program of interagency cooperation can be successful when community trust is established to the point where success of the program is not delayed by misinterpretation of the aim of the school, organization, or agencies involved. It must be clear to the community that the school is interested only in helping students solve problems that prevent them from reaching their fullest potential. All departments (teaching, counseling, discipline, administration and support) must work as a team, each member doing his part to convey the message *We Care.*

Parent participation in Yerba Buena High School takes several usual forms: Parent-Teacher-Student Association, Parent Advisory Group, Band Boosters, Athletic Boosters, District Parent Advisory Group, Superintendent's Advisory Board, and Superintendent's Coordinating Council. Most schools have these traditional methods of parental participation and realize that these do not always provide the contact needed to establish trust.

3.Article by Iola Williams, board member and community liaison, Yerba Buena High School, San Jose.

At Yerba Buena High School, additional avenues have been used in efforts to become accountable to the community and to establish the relationships needed to bridge the communications gap between the school and its community. They are:

1. When establishing the goals and objectives for the school and school programs, an administrator, teacher, and a parent committee meet in homes of parents throughout the attendance area for input.

2. Counselors, Title I Coordinator and Liaisons meet in various places in the attendance area to discuss with parents over coffee, any problems, concerns or suggestions about school and students. These coffees are set up by parents who invite other parents from the neighborhood in for discussion. Parents are extended invitations and are conducted on tours of the school buildings and visit classes.

3. Parents participate in surveys on a variety of subjects. One telephone survey was conducted by parents of the feeder junior high school's PTA. This survey of parents were done to establish feasibility of parent effectiveness classes — 300 parents were surveyed. 298 parents stated they would attend classes.

4. Each incoming freshman parent and student is set up for summer counseling sessions. A special fun-filled summer enrichment program is set up for low achieving incoming freshmen students. This provides an opportunity for orientation, counseling, diagnostic testing, and cross-age tutoring. The registration for this program is done on home visits by Liaisons and, or, Counselors. The two week sessions are terminated by a picnic with all members of the participating student's family taking part. In the initial program, one hundred eighty families were reached.

5. Teachers attempt to contact by telephone the home of any students absent for three days, having behavioral or adjustment problems or having difficulty with class work. Parents are notified by a personal call before referrals are made to Liaisons or discipline personnel. Poor work notices are sent to parents of all students in danger of failing as soon as it becomes known to the teacher. Good work notices are also mailed to parents.

6. Home-school Liaison Consultants visit homes of students with problems. They act as a bridge between home and school and clarify any problems.

7. Disciplinary personnel assure that no student is suspended without parental notification. Parental conferences are required on major problems, so there can be a joint effort by school and home to correct the problems.

8. The Principal takes every opportunity to express his genuine gratitude for any services, efforts, or participation by parents, students, staff, or community members. Notes of thanks from him are a rule rather than an exception.

9. A goal of the school is to get each parent to visit the school at least once a school year and communicate with staff.

10. The feeder elementary district and elementary school board play an important role in establishing communication with the community. The elementary schools advertise and support parent effectiveness classes. Board members work with the County Board of Supervisors to assure that community-supported agency staff is available to students. The feeder board took the initiative and asked five other boards to support the efforts of Yerba Buena High School's Interagency program. Without the cooperation of this board it would have been impossible to receive the support needed to institute such a program.

Hello Their,
I have always wanted to go fishing. One time I was going to go with my stepdad. We went down and bought some hooks. Some Polls. And two six paks of beer. My step dad always says no one should never go fishing without lots of beer. We was gitting ready to go when my stepdad couldn't wait no longer for the beer. He drank both six packs. He got mashed. He rilly did. We had to forgit about fishing and put him to bed and all. I have never been fishing. I do not no what makes people like he is.

I DONT HAV TO TELL NO TEACHER
WHAT I WOUD DO WITH NO MILLION
$ WHAT I AINT GOT NO HOW'

If I had a million $$$$$ I would get me a airplain and go to ASIA and shoot ever one of them hairy spider monkeys.

p.s. no more a flunkie

Jason

If I Had A Millon $
It would proble be only a temporary situatin. I would probly not get to spend it. I was given a $ 30 bill oncet. But I did not get to spint it. My philossafy is: You don't get nuthin for free unles you still it.

AN ACTION PLAN FOR SCHOOL, AGENCY AND COMMUNITY COOPERATION

The County Office of Education is at the logical level to be the catalyst for regional action. By bringing together the school districts and the agencies that work with children at a county level, the county office can be the initiator of the formation of a unified organizational structure essential to dealing with the critical community problems of crime and violence.

Each county will be different from other counties. A plan needs to be developed by the people of each county to fit the needs and the resources of their particular community.

The county office can take the first step by calling a county-wide town hall meeting at which all of the school districts, agencies, organizations and citizens concerned can jointly consider their mutual problems and discuss possible solutions.

The county office can provide a forum, sample model programs, resource people and a possible plan for action. If the county superintendents elect to propose the school-community interagency team concept, they should:

a. Not only understand it in detail, but more importantly, believe in it.

b. Have a thorough knowledge of the philosophy and method behind the approach and be able to state clearly the benefits that could result to the school and to the neighborhood surrounding the school.

c. Understand why the school is the logical coordinator for interagency efforts.

d. Be aware of the full meaning behind the remarks of the

or the significance of Commissioner Bell's statement:

"The school should be used as a Delivery Mechanism, not only for working on students' learning problems, but for health care and other social services as well."

Suggested Procedures At The County Level

Step 1. Meet with your own staff first. Draw on your counselors for their ideas and any experiences they have had. Bring in your public information officer. Brainstorm the relationship of the school with the student, family, neighborhood and human service professionals. Form a county office executive committee to follow through on an action plan.

Step 2. Make a list of the agencies and organizations in the county who should be involved. Contact local superintendents to identify programs or people to be involved and get their ideas.

Step 3. Broaden the base of the executive committee by inviting key agency heads identified in your county. Have them work with your county office team in this planning stage. From this team can come an effective format for a county-wide meeting. Try to anticipate and answer all questions and objections that may come up in the larger meeting.

Step 4. Call a county-wide town hall type of meeting that will involve all elements of the community. Large counties may want to consider alternatives such as holding several regional meetings, or meeting with groups of superintendents and district board presidents who have adjacent districts and asking them to convene meetings. The following should be invited to this meeting: 1. all agencies and all organizations in the county, being sure to include parents, students, teachers, and community leaders, and 2. all district superintendents and school board presidents

Plan for this meeting a full day's workshop adequately staffed by the county office.

Step 5. At the initial meeting, form a county executive committee with cross-section representation. Choose leaders from the superintendents and board presidents and heads or representatives from key agencies and organizations. Be sure to include parents and community representatives. The executive committee can then appoint task forces or subcommittees. The subcommittees are particularly important in large counties or in scattered population areas. These groups can:

A. Assess county problems and needs.
B. Identify existing services and ascertain the extent of possible coordinated services.
C. Target districts and neighborhoods most in need of action.

Stress that these groups are for planning and action and should not go into exhaustive studies.

Set a deadline — one or two months — for task forces and subcommittees to report. Reports can include such items as alternative plans for interagency action. lists of agencies in the county that were involved in the planning or have made a commitment to be involved in the action program, and estimated costs for implementing plans, is known.

Step 6. The executive committee can review and make recommendations.

Step 7. Call a meeting of district superintendents and board presidents to present the executive committee's recommendations.

Now the action moves to the district level. Ask the school boards to convene, within a month, a town hall type meeting in the district. Set a date for that meeting and follow through from the county office to assist districts with their meetings.

Services County Offices Can Provide

Televised violence has been indicted as a contributing factor to youthful crime, conflict, violence and vandalism. Thus far, efforts by individual groups to influence the networks or sponsors has had little effect.

County offices, in conjunction with other concerned county agencies, could consider launching a campaign to eliminate violence from television. If all the concerned agencies in all the counties in the state contacted the television networks, advertisers and advertising agencies, it would be a powerful voice that would be difficult to ignore.

Among other possibilities for County Office action are:

1. In conjunction with other concerned agencies develop a philosophy of approach and background information on county resources.

2. Serve as a distribution agency for recommendations from the county task forces and executive committee.

3. Prepare lists of county agencies and organizations, including address and phone numbers, that have been involved or that can serve as liaison.

4. Assemble and publish examples of successful model programs and provide them to districts and concerned agencies.

5. Maintain a file of resource people in the county and state who can assist in setting up programs. This list can be made available to concerned state agencies.

6. In conjunction with other agencies plan for field support and assistance in such areas as inservice training, training materials, staff assistance, etc.

7. Establish an on-going public relations and media campaign to engender media understanding and cooperation in informing the public and eliciting cooperation. This might be done cooperatively with other agencies.

8. Establish a liaison structure in conjunction with other agencies for continuing communication with the School Boards Association, the State Department of Education and other concerned state agencies.

9. In conjunction with other agencies at the county level, review and prepare legislation to facilitate interagency programs. Funds might be needed to finance skilled teams to travel the state articulating the new school-community organizational philosophy and assisting in initiating programs wherever requested. Funds might be requested to launch a statewide educational campaign on the value of school-community alliances and the interagency team approach. Funds may be needed to house and staff interagency teams at the neighborhood level.

Suggested Procedures at the District Level

When the action moves to the district level, the members of the school board play a vital role. They are the closest to the community and can draw on the resource people in it.

The Board should convene the district-wide meeting and work with the superintendent and a staff executive committee in planning the district town hall meeting.

The Board should see that concerned citizens, parents, and students are invited, and should seek out parent advisory council leaders and involve them. Parents and the community citizens should be invited by the Board rather than the professional staff.

Step 1. Meet with your own staff first. Draw on your counselors for their ideas and any experiences they have had. Bring in your public information officer. Brainstorm the relationship of the school with the student, family, neighborhood and human service professionals. Form a district office executive committee to follow through on an action plan.

Step 2. Make a list of the agencies and organizations in the district who should be involved. Contact local principals to identify programs or people to be involved and get their ideas.

Step 3. Broaden the base of the executive committee by inviting key agency heads identified in your district. Have them work with your district office team in this planning stage. From this team can come an effective format for a district-wide meeting. Try to anticipate and answer all questions and objections that may come up in the larger meeting.

Step 4. Call a district-wide town hall type of meeting that will involve all elements of the community. Large districts may want to consider the alternatives of holding several regional meetings, or meeting with groups of principals and district board presidents who have adjacent districts and asking them to convene meetings.

To this district-wide meeting, invite the following: 1. all agencies and all organizations in the district, being sure to include parents, students, teachers, and community leaders; 2.all school principals and PTA presidents.

Plan a full day's workshop adequately staffed by the district office.

Step 5. At the initial meeting, form a district executive committee with cross- section representation. Choose leaders from the principals and PTA presidents and heads or representatives from key agencies and organizations. Be sure to include parents and community representatives. The executive committee can then appoint task forces or subcommittees. The subcommittees are particularly important in large districts or in scattered population areas. These groups can:

A. Assess district problems and needs.
B. Identify existing services and ascertain the extent of possible coordinated services.
C. Target districts and neighborhoods most in need of action.

Stress that these groups are for planning and action and should not go into exhaustive studies.

Set a deadline — one or two months — for task forces and subcommittees to report. Reports can include such items as alternative plans for interagency action, lists of agencies in the district that were involved in the planning or have made a commitment to be involved in the action program, and estimated costs for implementing plans, if known.

Step 6. The executive committee can review and make recommendations.

Step 7. Call a meeting of principals and PTA presidents to present the executive committee's recommendations.

Suggested Procedures At The Local School Level

At the local school level, the principals are the key. They know the neighborhood, the students, the parents, the community leaders, and the needs of their own school community.

Equally important, the principals are the key because a school-community cooperative project or team approach requires a high level of sophistication in management techniques. Principals need to be able to direct a team operation and become facilitators, a different role than usually exists in the tradiitonal structure.

Principals will want to make a point of involving community leaders and parents who have served on parent advisory councils and others who have worked with the schools previously.

Step 1. Meet with your own staff first. Draw on your counselors for their ideas and any experiences they have had. Bring in your public information officer. Brainstorm the relationship of the school with the student, family, neighborhood and human service professionals. Form a staff committee to follow through on an action plan.

Step 2. Make a list of the agencies, individuals, and organizations in the community who should be involved.

Step 3. Develop an effective format for a community meeting. Try to anticipate and answer all questions and objections that may come up in the meeting.

Step 4. Call a community town hall type of meeting that will involve all elements of the community. Be sure to include parents, students, teachers, and community leaders. Plan a full day or evening workshop with time for small group discussions.

Step 5. At the initial meeting, form an executive committee with cross-section representation. Choose leaders from the staff, PTA, and heads or representatives from key agencies and organizations. The executive committee can then appoint task forces or subcommittees as needed. These groups can:

A. Identify existing community services and ascertain the extent of possible coordination.
B. Target problems most in need of action.

Stress that these groups are for planning and action and should not go into exhaustive studies.

Set a deadline — one or two months — for task forces and subcommittees to report. Reports can include such items as alternative plans for interagency action, lists of agencies in the community to be involved in the action program, and estimated costs for implementing plans, if known.

Step 6. Executive committee can review and make recommendations.

Step 7 Call a report meeting of the initial group to present the executive committee's recommendations. Now the action phase begins. Establish an on-going team to implement the recommendations.

Suggested Agenda For Town Hall Meeting

A. Keynote speaker, a well-known community educator if possible, to talk about the urgency of the problem and the necessity of cooperation to a solution.

B. A counselor or psychologist to speak about the causes of violence and the approaches to early identification and early assistance for troubled youngsters and their families.

C. The superintendent, board president, or principal to present a plan for action. Back up the action plan presented with printed materials for distribution to all in attendance.

D. Have one or two speakers from probation, police, juvenile justice, or other agencies speak of the role of the criminal justice system in cooperating with the schools and other agencies.

E. Have a presentation of a successful interagency project in some detail. Try to find such a model in your community if possible.

F. Arrange for participants to meet in small groups mixed with a cross-section of agency representatives, school people, board members, and citizens. This can be done at lunch or as a part of the afternoon session. Have the total group reconvene for a closing session during which an executive committee is formed.

Sample Letter for School/Agency Heads to Send to Their Organizations After the Conference

I have recently attended a conference on developing a program for dealing with youthful crime and violence.

A proposal was presented for an action plan that will be a cooperative effort of the schools, service agencies, criminal justice system and citizens. It is a plan that can be taken into individual communities for implementation at a local level.

I would like to emphasize to you that this is one of the most pressing problems facing our society today and we, working together with other agencies and organizations, can take some positive action to begin to effect some much needed solutions.

I urge you to support the general concept and to participate in any program planning activities in your area.

PROGRAMS THAT ARE WORKING

The following programs are examples of various approaches districts and schools are taking to either help the troubled student or to prevent student behavior problems from arising. The methods, too diverse to categorize, represent only a small sampling of existing approaches.

What successful programs have in common is that they make an effort to meet student needs and that they involve the students — and usually the community — in solutions.

Many schools have found the answer to vandalism is not in more expensive security equipment and additional security guards but in giving the students a stake in preventing damage.

Some have done it by setting up a fund for purchase of record players and other special equipment students want or for beautifying the campus. They start with so much money and add to it as money is saved by decreases in vandalism. Students in one school used their money to plant trees, buy outside benches and new equipment.

Redlands and at least one Los Angeles school held painting parties with children selecting the colors, the board buying the paint, and the students painting the school themselves. In every instance where methods of this type have been used, vandalism has decreased.

Pomona Unified used bumper stickers and telephone stickers, and San Francisco passed out cards urging citizens near schools to watch for vandals and to phone if they saw any suspicious activity. Both call the program a success.

Also in San Francisco, students have formed committees to stop vandalism and crime. A side effect was a series of newspaper interviews with these students that raised the student image in the community by quoting students deploring muggings and vandalism and vowing to work to stop the handful of offenders.

The Community School Approach

A Community school operates as a total opportunity center, year-round, night and day. During the past three years 66 community schools have been started in California. With a relatively small monetary investment, the use of the building can double, and the entire community can become involved in working together for programs and activities that prevent conflict and violence. For information or assistance contact the California Community Education Center, School of Education, San Jose State University, San Jose 95192.

Sunnyvale Community School Program
Sunnyvale Elementary School District
750 E. Arques Avenue
P.O. Box 217
Sunnyvale 94086
408-736-4981

The Sunnyvale programs for dealing with violence and vandalism are based on a long range plan to develop in the youth a sense of belonging to the community. Specific programs include the following:

1. Un-Vandals Club — Neighborhood Youth Corps students, 73% of whom have participated in some form of vandalism, come together to clean and landscape the schools.
2. Fairwood School Community Garden — Youths and adults of the community have transformed an area into a productive garden, and provided a rewarding activity for many of the students.
3. NYC Program is a program which provides employment for disoriented youth.
4. Community Councils — People in the community, representatives of agencies, and school personnel work together to advise the community school program.
5. Project STOP — "Student Training on Prevention" is a project initiated in cooperation with the Attorney General's office. The project trains junior high students to teach prevention to elementary students.
6. Cross-Age tutoring — In cooperation with Sunnyvale High School, elementary students are tutored by high school students.

In addition to these, there are counseling programs, drop-in centers, day-care centers, dance classes, educational classes and other activities.

The Sunnyvale Community School project is operated with district funds and was on a three-year grant from the California Council on Criminal Justice. Community and agency cooperation with the school is an important factor in the school's program. For every dollar of district and Federal money, more than one dollar of services or personnel resources were contributed.

Cortez Street Elementary Community School
Contact: Don Macri, Assistant Principal
1321 Cortez Street
Los Angeles 90026
213-680-9170

Target Population: Elementary school of 1,600 in a poverty area with 95% Mexican-American students

Cortez School instituted the following programs to enable the surrounding community to feel they were part of the school. Vandalism and community/school ethnic-based alienation were virtually overcome.

1. Community Walk — New teachers walk the neighborhood learning about the culture, and meeting parents, merchants and church leaders.
2. Parent Participation in Classroom — Twenty-five Spanish-speaking education aides are hired from the community; in addition, parent volunteers, noon directors and teacher's assistants from the community work in the school.
3. Open Door Policy — Parents are permitted to visit the children's classrooms at any time, without getting a pass from the office.
4. Conversations with Parents — A two-way dialogue is held between parents and teachers periodically, at which time teachers learn about the child's home life as well as parents learning about the child's school progress.
5. Faculty Men's Club — This is a group of faculty men and fathers formed to motivate the fathers to assume more responsibility for the success of the children in the school, an assumption that would be contrary to the Mexican concept of machismo, which delegates the pursuit of education to the women in the family.

6. Parents Advisory Committee — composed of parents, community and staff members who advise anyone who needs advice in any of the school activities.

7. Merchants for Cortez Program — Merchants who contribute to sending 32 children to a day at the Sacramento legislature, plus sponsor other activities, are privileged to display an emblem informing the community that they are members of "Merchants for Cortez."

8. Cortez Street School Community Group — A community oriented group of parents and teachers meet monthly to discuss concerns such as consumer education, drug abuse, vandalism, etc.

9. Block Parent Program — Certain volunteer parents on blocks near the school display a sign indicating they are block parents and so are available for help in case of trouble with children walking to school. During prime times, they watch for trouble on the streets.

10. Police Visitation Program — Police in uniform visit the classrooms periodically so the children get to see a policeman in a non-threatening situation.

Community Involvement
Contact: High H. Dooley
Sepulveda Elementary School
4600 Merrill Street
Torrance 90503
213-328-8080

Target Population: Elementary School Students

The school has many "open door" activities which, by giving the community a sense of ownership in the school have decreased vandalism. Some of these are: 1. local clubs, whereby adults and youths meet at the school, 2. playground gates are unlocked at all times, and 3. the school loans athletic equipment on a long-term basis.

Fountain Valley School District is another district with an extensive community school program. For information contact: Patricia Clark, Director of Youth and Community Affairs, Fountain Valley School District,Number One Lighthouse Lane, Fountain Valley, CA 92708, 714-842-6651.

Individual Programs That Are Working

Multi-Age Grouping in Early Childhood Education
Contact: Dr. Kenneth Hensel, Project Director
San Diego Unified School District
4100 Normal Street
San Diego 92103
714-287-1421

Target Population: Four years of age, Kindergarten and Grades 1-3

Pre-kindergarten through grade three children were grouped in twnety-seven classrooms situated in sixteen public schools and one private school in such a way as to provide three year age levels in each class. The program stressed individualization of instruction, cross-age teaching, peer tutoring, and the use of para-professionals and parents in the teaching/learning act to achieve objectives of: 1. significaltly greater achievement in mathematics and reading, social growth, attitudes toward school, and positive self-image; 2. greater individualization of instruction. The inclusion of four-year-olds in a regular school program extended the concept of early childhood education to include pre-school children as well as primary grade pupils.

Over a three year period, 105 first grade pupils who were among the original four-year-old group scored three months above the comparison group at the .01 level of significance in reading and seven months above the comparison group at the .01 level of significance in mathematics. Project pupils reflected a more positive attitude than comparison group pupils at the .05 level of significance. Project teachers scored significantly higher (.001) than the comparison group of teachers with single grade classes on a scale that measured classroom climate for individualizing learning. When project pupils were compared to the national norm of 1.8 in grade placement at the end of the first grade for reading and mathematics on the Cooperative Primary test, the project pupils scored 2.2 in reading and 2.4 in mathematics.

Elementary Level Emphasis on Affective Area through Group Counseling
Contact: Dottie Koerner
Wilson School in Santa Ana Unified School District
1317 N. Baker Street
Santa Ana 92706
714-558-5766

Target Population: All Elementary School Students

A school counselor, with the teacher, conducts group counseling sessions called "magic circle groups" with entire classes regularly. These "discussions-about-feelings" periods allow children in grades 1-3 to express their feelings, realize others have similar feelings, and discover alternate ways of handling their feelings.

At the fourth and fifth grade levels, children who are having socialization difficulties on the playground or in class are referred for periodic group counseling where they receive focused attention and share their feelings. Also in effect is a pilot study in conjunction with another school where fifth graders learn the different roles it is possible to play in group situations — listener, initiator, etc. — and they take turns playing these roles so they will have various behaviors in their repertoire when they need to use them.

In another regular activity, the counselor invites six or so children of very different personalities together to lunch with her so that children of opposite personality types will be exposed to and can interact with behaviors different from their own — the shy personality with the out-going personality, etc.

The counselor also teaches teachers to deal with the affective area of their students without the counselor present at the magic circles.

Feedback from parents and teachers indicates that this program emphasizing children's feelings has had valuable results.

Guidance Objectives and Learner Success (GOALS)
Contact: Mr. Roger McGookin, Project Director
Fountain Valley School District
Number One Lighthouse Lane
Fountain Valley 92708
714-842-6651

Target Population: Grades one through eight

Counselors provide inservice training and consulting services to teachers and parents in the appropriate uses of objectives-based counseling procedures. Counselors work directly with selected students to help them establish goals and develop methods for goal achievement.

The 900 pupils that were selected for participation in the program exhibited high levels of disruptive non-task behaviors and formal contact with the police department, and had low reading achievement levels.

Disruptive behavior has been reduced 44.1%, non-task behavior has been reduced 40.2%, attending behavior has increased 21.6%, students who were under-achieving in reading grew one year, one month, in seven months, and police contact rate was reduced 70%. Program costs range from $17.79 per student for full adoption to less than a dollar per student, depending upon the extent of program adaptation and resource availability.

Equal Opportunity in the Classroom
Contact: Sam Kerman, Project Director
Office of the Los Angeles County
Superintendent of Schools
9300 East Imperial Highway
Downey 90242
213-922-6168

Target Population: Kindegarten, grades 1-12

Extensive research shows that teacher interaction with students perceived as "low achievers" is less supportive and less motivating than those interactions normally extended to students perceived as "high achievers."

The solution was to bring about an awareness of the supportive and motivating interactions normally extended to perceived "highs" and have the teachers extend the same interactions to perceived "lows", thus resulting in accelerated achievement of the perceived "lows,"

Project teachers attended a series of six workshops. Following each workshop, they returned to their classes and interacted in the prescribed supportive and motivating manner with the perceived "lows". Project teachers observed and coded each other to establish that the incidence of the prescribed interactions was occurring equally between the perceived "highs" and the perceived "lows". Analysis of pre-post reading achievement scores of students in various grade levels exceeded the gain of the control group by approximately 27%.

Developing Human Resources for Guidance Purposes
Contact: Dr. H. B. Gelatt, Project Director
Palo Alto Unified School District
25 Churchill Avenue
Palo Alto 94306
415-327-7100

Target Population: Elementary and Secondary School Students, Community and Staff

Students, staff and members of the community were involved and trained to make the educational environment more responsive to student needs. Three resource models were developed to extend existing guidance services. Students were trained as peer counselors; they learned to help other students with normal "growing up", developmental and academic problems. Staff members were provided inservice training in new instructional and human relation techniques. Members of the community were identified as resources to the school; they were involved on a volunteer basis in the classroom and on field trips.

Students grew in interpersonal skills. Staff members improved in interaction and communication techniques. The community and the school built bridges instead of walls.

Project Pride Program
Contact: William K. Jennings, Superintendent
San Bruno Park School District
500 Acacia Avenue
San Bruno 94066
415-589-5900

Target Population: All Elementary Schools in the District

The program is essentially that of preventing vandalism by fostering pride in the school sites. The first step was refurbishing the the school sites so they would be attractive enough for the students to take pride in them. Each school is inspected by a school inspection team consisting of two students, two teachers, one PTA representative, the principal and the custodian. Schools passing inspection are privileged to fly their San Bruno Project Pride flag. Project Pride special award plaques are presented as assemblies to individual students, groups, parents, teachers etc. who perform worthy deeds related to the upkeep of the sites.

Individualized Instruction Through Open Structure
Contact: Mrs. Bobby Blatt and Mrs. Lynette Turman, Project Coordinators, or Dr. Harold Altman, Project Director
Los Angeles Unified School District
450 N. Grand Avenue
Los Angeles 90051
213-935-2682

Target Population: Kindergarten, Grades 1-6

Through open-structure education, the project focused on each individual child and his/her uniqueness as a human being by maximizing the opportunity for student choice and self-direction. The program included vertical or family grouping; flexibility of time, administration, and space; environments rich in manipulative materials, abundant alternatives and choices for students; the teacher's role as a facilitator of learning; teams of volunteer and paid assistants; effective home school communication; extensive record keeping of individual progress; and trust in a student's competence to make important decisions about his/her own education.

At Carthay Center, an urban elementary school with a high transiency rate and a rapidly increasing minority enrollment, the participants who were in the program for three years scored an average of eleven percentile points higher in reading and sixteen percentile points higher in mathematics than those students who transferred into the program. Sixth grade students who had been in the program for three years showed an average growth of eighteen percentile points in reading and nineteen percentile points in mathematics.

Operation Breakthrough Program
Mrs. Estelle Mulhall, Robinwood School
Ocean View Elementary School District
5172 McFadden
Huntingdon Beach 92649
714-892-0012
Target Population: Elementary School Students

Teachers are asked to name three students who are troublemakers in their classes. A master list is then compiled in the office where duplicate names are thrown out. This master list is returned to the teachers and each teacher is asked to pick from the list three students with whom he/she has some positive rapport. With parent's permission, the teachers spend as much of their extra curricular time as possible with their selected three students, i.e. visiting, counseling, taking them to lunch, to a ball game, etc. This approach is especially good for a new school where communication is lacking between staff and students.

VISA — Volunteers Influencing Student Achievement
Contact: Toby Dickinson
Orange County Probation Department
P.O. Box 10260
Santa Ana 92711
714-532-7870
Target Population: Youngsters in grades 1-6 who are having problems in academic achievement or social adjustment.

Two probation officers, functioning as VISA coordinators, recruit, screen, train, and assign volunteers to troubled students. The volunteers provide tutoring and companionship. Teachers, principals, and parents agree that the behavior of the children referred improves because the focused attention the child receives enhances his/her self-respect.

A thorough manual for districts to use in setting up a VISA program is available by writing to Toby Dickinson at the above address.

Group Counseling At Washington High
Contact: Mrs. Amado, Head Counselor

10860 S. Denker Avenue
Los Angeles 90047
213-757-9281

Target Population: High School Students

Group Counseling is offered to students of Washington High on a full-time basis as part of a total guidance system which includes also full-time career counseling and full-time college counseling. Also, other members of the counseling staff hold group sessions. At one stage, there were 24 groups being conducted each week at Washington High.

Parents, teachers, or anyone concerned can refer students to the program, or students can request to participate. The groups, numbering from five to 18 members, rotate their meeting periods and days so that students do not miss too much of any one class.

The program has proven effective in providing troubled students with an avenue for communication.

Yerba Buena Crisis Counseling Project
Contact: Jerry Mullins
Yerba Buena High School
1855 Lucretia Avenue
San Jose 95122
408-279-1500

Target Population: A High School with a high concentration of minority students and families of low income

An interagency team of professionals based at the school supply services to students and their families. The team consists of a social worker, a probation officer, two home-school liaison consultants, a parent and teacher training specialist, a school psychologist, and a psychiatrist from the University of Stanford Medical Center.

Outstanding assets of this coordination effort are that the district pays for only a project supervisor and the regular counseling staff; agencies pay for the others. Bureaucratic red tape is cut, needs of community are more realistically assessed, and accountability for effective help is possible.

National Guard Cadet Unit
Contact: William Williams, Principal
Mann Junior High School
7001 Saint Andrews Place
Los Angeles 90047
213-778-4942

Target Population: All students in grades 7-9, but initiated to capture the interest of students exhibiting negative attitudes toward school

A National Guard Unit has been established and students with negative attitudes toward school are actively recruited to join. The girls participate in a drill team, and both sexes participate in a band. The unit captain is a well-liked teacher in the school. Results seem to be the virtual elimination of violence.

Evening Caller Program
Contact: Dr. Donald Hays, Administrator of Research & Pupil Services
Fullerton Union High School District
211 West Commonwealth Avenue
Fullerton 92632
714-879-4451

Target Population: Truant High School Students

Each high school hires an adult for approximately three hours at $1.90 to $2.30 per hour. These people make a phone call to the home in the evening, during the dinner hour (4 p.m. to 7 p.m.)about every absence, including period cuts. The district feels this method has greatly increased attendance and has been a tool to keep communication lines open between home and school. The parents appreciate this active concern on the part of the district.

Teen Help
Contact: Bob Murray
18490 Euclid
Fountain Valley 92708
714-557-1000

Target Population: Troubled youth and others ages 14-40

This is a youth service center that provides individual and family counseling, group counseling on a drop-in basis or in a crisis, youth-adult rap groups, health services, drug abuse programs, and employment counseling and placement. Professional staff includes health workers, teachers, lay persons trained as counselors, members of the Welfare Department and Community Mental Health Department. The Center serves approximately 450 people per month.

The Saturday Work-Study Program
Contact: E.M. Castillo
Anaheim Union High School District
501 Crescent Way
P.O. Box 3520
Anaheim 92803
714-956-6880

Target Population: High School Students in danger of suspension

The Saturday Work-Study Program is used in lieu of suspension. If a student is to be suspended, his parents are given the choice of suspension or having the student come to the school and either study in the library or do constructive maintenance work on the campus. The district reports they have generated a total of $42,629 of A.D.A. through the program and paid out in the salaries of both classified and certificated personnel a total of $12,729.

Alternate Routes
Contact: Bruce Sandi
Orange County Probation Department
P.O. Box 10260
Santa Ana 92711
714-963-4501

Target Population: High school students exhibiting delinquent or troubled behavior

Counselors from Orange County Probation Department provide on-the-spot counseling to students and parents in a crisis situation to help divert the delinquent from the formal juvenile justice system.

Follow-up counseling is also done. Then all records are destroyed so that there are no juvenile court records to follow the youth.

Schools, police, or parents can request a counselor at any time for any type of troubled behavior, not necessarily the type serious enough to warrant arrest.

An aspect of the program which makes it highly feasible is its cost savings. During its first 18 months of operation, Alternate Routes served 792 young people at a cost of $454.00 per case less than those referred to the juvenile justice system.

This program is significant in light of the new SARB Truancy Law in California which requires a review board to examine alternatives for a student before he/she is referred to the juvenile justice system. (For more information on the SARB Law see the SARB chapter of this manual.)

Thresholds — Delinquency Prevention and Control Project
Contact: Bob Hudson, Project Director, or Ernie Allen
4801 East 14th Street
Oakland 94612
415-534-0213

Target Population: High School Students exhibiting troubled behavior.

Streetworkers, in conjunction with juvenile justice system personnel, clergy, and certain area residents provide counseling, employment help, and special activities to the would-be delinquent.

The project is funded by the California Council of Criminal Justice and is governed by an advisory commituee composed of a cross-section of agency representatives, community residents, businesses, and youth.

SECURITY MEASURES FOR VANDALISM AND VIOLENCE CONTROL

Realizing that the best deterrent to vandalism — making the students feel the school is theirs — takes time to accomplish, the following examples of immediate security measures are provided.

Scan Mobile Alarm System
Contact: M.E. Benedetti, Vice-Principal
Kennedy High School District
6715 Gloria Drive
Sacramento 95831
916-391-1840

For two years the school has been using the scan system. A hand operated transmitter can send out a signal which is at a frequency above human hearing sensitivity. The signal is received by a wall or ceiling mounted receiver which is tuned to the transmitted frequency. The receiver then activates a warning light and an audible horn on the control console panel in the school office isolating the location of the emergency. The individual operating the transmitter can do so with minimum alerting to an aggressor that a call for help has been made.

Intrusion Alarm System
Contact: Pat Bowman
Placentia Unified School District
1301 East Orangethorpe Avenue
Placentia 92670
714-524-4011

The district has an alarm system that is audio-activated from the schools and district office to the Placentia Police Department. These alarm systems are strategically located in different areas of the school building. If activated, the dispatcher can give the exact location of the vandalism and actually listen in on the disturbance. The cost to the district was approximately $175,000.

Vandal Watch Trailer Site Project
Contact: O. Mearl Custer
Elk Grove Unified School District
Elk Grove 95624
916-685-4121

The district provides mobile home sites on each of their school properties in exchange for the tenant's watchful care over the school buildings and property. The site includes utility connections — water, sewer, gas, electricity, and phone. Families carry on their normal living activities and are not required to be there 24 hours every day. The cost of the sites to the district varies from about $2,500 to $3,500.

School Resource Police Officers
Contact: Dave Siden
Santa Ana Unified School District
1405 French Street
Santa Ana 92701
714-558-5501

To combat school violence, three uniformed school resource police officers are on duty during the school hours. These officers act as counselors to students, but in essence, are policemen. They also have a safety alarm system which is tied in with the Santa Ana Police Department. Each year they have inservice meetings called "Crisis Management".

AGENCY INFORMATION

The following section includes two examples of interagency programs to improve or establish services to youth and a list of the types of agencies one can involve in such an approach. Volunteer bureaus, often under the title Volunteer Action Centers, can be found in each county.

Obviously, neither the examples or lists are comprehensive. *A valuable source of information about agencies is the Roster of Organizations and Departments affiliated with California Council on Children and Youth* which lists most of the organizations operating on a statewide basis. A directory is available by writing to:

California Council on Children and Youth
440 Grand Avenue, Suite 360
Oakland, California 94610

Together for Youth — an Interagency Approach to Youth Work
Contact: Al Jackson
Office of Parks and Recreation
1520 Lakeside Drive
Oakland 94612
415-273-3694

Twice a month representatives from fourteen service agencies get toegther with representatives from fifteen schools in east Oakland to share information and plan together to provide whatever youth services they assess are needed.

A directory is provided for all the members that lists the services of each of the member agencies and the special programs of the schools involved. A true working together is fostered because of agencies personal contact at the meetings, and the availability of specific services member agencies can provide.

To provide information about which agencies could be included in such a plan, the agencies participating in "Together for Youth" are listed here:

1. Alameda County Health Department
2. Alameda County Probation Department, Juvenile Division
3. Alameda County Welfare Department
4. Oakland City Office of Parks and Recreation
5. Arroyo Viejo Recreation Center
6. Brookfield Recreation Center
7. Tassafaronga Neighborhood Center
8. Lockhaven Recreation Center
9. Police Department, Youth Services Division
10. East Oakland Boys' Club
11. Oakland Street Academy
12. California Youth Authority
13. Bay Area Urban League, Inc.

County Level Community Advisory Committee
Contact: Pat Hooper, Coordinator, Guidance Services
Orange County Department of Education
P.O. Box 11846
Santa Ana 92711
714-834-3900

An advisory committee composed of representatives from local district school boards, Orange County Board, school counselors and psychologists, principals, Health Department, PTA, Industry-Education Association and community referral agencies shares information among its members and performs tasks about services to upgrade the total education of county students.

Besides influencing decision-makers to be in favor of programs and expenditures that will benefit students, the committee performs specific tasks to improve and increase beneficial programs. Although this group is a new body of concern and effort, it has had influence and made substantial gains.

Possible Sources of Already Existing Agency Lists

Juvenile Justice Commission
Welfare Information Service
Church Councils
Volunteer Agencies
(Voluntary Action Centers)
Probation Departments
Police Juvenile Divisions
United Way
American Red Cross

SCHOOL ATTENDANCE REVIEW BOARD

A major step toward keeping juveniles out of the court system is the 1974 California law creating the School Attendance Review Board (SARB). Students who are attendance or behavior problems are to be referred to the Board. The Board will then try to find or develop community and regional resources to help the students resolve their problems so they are able to return to regular classes.

Only as a last resource, if alternative services and programs fail, are students to be referred to the juvenile court. In such cases, where appropriate, the board is authorized to require the school district to file specified criminal complaints against the parent, guardian, or person in charge of the minor.

An attendance review board is mandatory at the county level and can be established at the local school level. County boards include parents and representatives of school districts, county probation department, county welfare department and county superintendent of schools. Local school attendance reveiw boards are established by the county board as needed, and have the same composition as the county boards.

The intent of the new law, as described in the bill, is that "intensive guidance and coordinated community services shall be provided to meet the special needs of pupils" with behavior problems.

The board is to determine what public and private services are available as alternatives, to utilize these to the maximum, and to encourage the development of new services. The law states that " any alternative based on the utilization of community resources carries an inherent agency and citizen commitment directed toward the continuing improvement of such resources and the creation of resources where none exist."

Personnel from the agencies and departments are required to participate, and the agencies and departments are expected to pick up the costs incurred as normal expenses.

A copy of the full act follows.

Senate Bill No. 1742

CHAPTER 1215

An act to amend Sections 6500, 6507, 10751, 12351, 12404, and 12415 of, and to add Article 9 (commencing with Section 12500) to Chapter 6 of Division 9 of, the Education Code, and to amend Section 601 of, and to add Sections 601.1 and 601.2 to, the Welfare and Institutions Code, relating to school attendance.

[Approved by Governor September 23, 1974. Filed with Secretary of State September 23, 1974.]

LEGISLATIVE COUNSEL'S DIGEST

SB 1742, Rodda. Minors: school-related problems.

Establishes in each county a county school attendance review board to include, but not be limited to, a parent and representatives of school districts, county probation department, county welfare department and county superintendent of schools. Provides for election of chairman and adoption of rules and regulations. Prescribes related powers and duties, including establishment of local school attendance review boards, providing consultation and coordination thereto, and proposing and promoting alternatives to the juvenile court system which provide for maximum utilization of community and regional resources. Includes designated members of school attendance review boards within the categories of persons to whom access to written records of pupils is permitted without judicial process.

Includes within the type of pupils subject to assignment to opportunity schools, classes, and programs, pupils who are in danger of becoming, as well as pupils who are, habitually truant, irregular in attendance, or insubordinate or disorderly during instruction. Requires referral of any pupil assigned to an opportunity school, class, or program who is a habitual truant from or irregular in attendance at, or insubordinate or disorderly during attendance at, an opportunity school, class, or program to a school attendance review board, rather than requesting a petition in the juvenile court. Requires school attendance review board, if it determines that the available community services cannot resolve such pupil's problem, to direct the county superintendent of schools to, and requires county superintendent of schools thereupon to, request a petition in the juvenile court.

Authorizes referral of any pupil who is a habitual truant, irregular in attendance upon compulsory full-time education or compulsory continuation education, or habitually insubordinate or disorderly during school attendance to a school attendance review board, rather than authorizing requesting a petition in the juvenile court. Prescribes required notice and meeting. Requires such board, if it

determines that available community services cannot resolve such pupil's problem or that the pupil fails to respond, to direct the county superintendent of schools to, and requires county superintendent of schools thereupon to, request a petition in the juvenile court.

Includes number and type of related referrals to school attendance review boards and petitions to juvenile court within related required reports to Superintendent of Public Instruction.

Revises juvenile court law to: require that any person under 18 who persistently or habitually refuses to obey school authorities or who is a habitual truant, be first referred to a school attendance review board; provide that if such board determines that the available public and private services are insufficient or inappropriate to correct such minor's problems or that the minor fails to respond, such minor is then within the jurisdiction of the juvenile court; require such board, if parent, guardian, or person in charge of such minor fails to respond to its directives or the services offered, to refer such minor to juvenile court and, in such case, to authorize such board to require the school district to file specified criminal complaints against such parent, guardian, or person in charge of the minor.

Provides that the duties, obligations, or responsibilities imposed on local governmental entities are such that related costs are incurred as part of their normal operating procedures. Requires minor costs of such services to be borne by each agency or department and authorizes each or all participants to apply for and utilize state or federal funds as may be available.

Prohibits any reimbursement pursuant to subdivision (f) of Section 2231, Revenue and Taxation Code and any appropriation by this act because duties, obligations, or responsibilities imposed by this act on local governmental entities are minor in nature and will not cause any financial burden to local government.

The people of the State of California do enact as follows:

SECTION 1. Article 9 (commencing with Section 12500) is added to Chapter 6 of Division 9 of the Education Code, to read:

Article 9. School Attendance Review Boards

12500. (a) In enacting this article it is the intent of the Legislature that intensive guidance and coordinated community services shall be provided to meet the special needs of pupils with school attendance problems or school behavior problems.

(b) Any school attendance review board, established pursuant to this article, which determines that available public and private services are insufficient or inappropriate to correct school attendance or school behavior problems of minors shall:

(1) Propose and promote the use of alternatives to the juvenile court system.

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(2) Provide, in any proposed alternative, for maximum utilization of community and regional resources appropriately employed in behalf of minors prior to any involvement with the judicial system.

(3) Encourage an understanding that any alternative based on the utilization of community resources carries an inherent agency and citizen commitment directed toward the continuing improvement of such resources and the creation of resources where none exist.

12501. (a) There is in each county a county school attendance review board. The county school attendance review board shall include, but need not be limited to, a parent and representatives of (1) school districts, (2) the county probation department, (3) the county welfare department, and (4) the county superintendent of schools. The school district representatives on the county school attendance review board shall be nominated by the governing boards of school districts and shall be appointed by the county superintendent of schools. All other persons and group representatives shall be appointed by the county board of education.

(b) Local school attendance review boards may include, but need not be limited to, a parent and representatives of (1) school districts, (2) the county probation department, (3) the county welfare department, and (4) the county superintendent of schools. Other persons or group representatives shall be appointed by the county board of education.

(c) The county school attendance review board shall elect pursuant to regulations adopted pursuant to Section 12504, one member as chairman with responsibility for coordinating services of the county school attendance review board.

(d) The county school attendance review board shall provide for the establishment of local school attendance review boards in such number as shall be necessary to carry out the intent of this article.

(e) The county school attendance review board shall provide consultant services to, and coordinate activities of, local school attendance review boards in meeting the special needs of pupils with school attendance or school behavior problems.

(f) When the county school attendance review board determines that the needs of pupils as defined in this article can best be served by a single board, the county school attendance review board shall then serve as the school attendance review board for all pupils in the county, or, upon the request of any school district in the county, the county school attendance review board may serve as the school attendance review board for pupils of that district.

(g) Nothing in this article is intended to prohibit any agreement on the part of counties to provide such services on a regional basis.

12502. The county school attendance review board shall encourage local school attendance review boards to maintain a continuing inventory of community resources, including alternative educational programs, and to make recommendations for the improvement of such resources and programs or for the creation of

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new resources and programs where none exist.

12503. Each of the departments or agencies required to participate in school attendance review boards shall assign personnel to represent the department or agency on a continuing basis in accordance with the intent of this article. The duties, obligations, or responsibilities imposed on local governmental entities by this act are such that the related costs are incurred as a part of their normal operating procedures. The minor costs of such services shall be borne by each agency or department and each or all of the participants may apply for and utilize state or federal funds as may be available.

12504. The county school attendance review board shall adopt such rules and regulations not inconsistent with law, as are necessary for its own government and to enable it to carry out the provisions of this article. The rules and regulations shall be binding upon the local school attendance review boards which are established pursuant to subdivision (d) of Section 12501.

SEC. 2. Section 6500 of the Education Code is amended to read:

6500. In enacting this article, it is the intent of the Legislature to provide an opportunity for pupils who are, or are in danger of becoming, habitually truant from instruction upon which they are lawfully required to attend, or who are, or are in danger of becoming, irregular in attendance, or who are, or are in danger of becoming, insubordinate or disorderly during their attendance upon instruction to resolve their problems so that they may maintain themselves in regular classes or reestablish themselves for return to regular classes or regular schools as soon as practicable.

SEC. 3. Section 6507 of the Education Code is amended to read:

6507. If any pupil assigned to an established opportunity school, class, or program is a habitual truant, or is irregular in attendance at such opportunity school, class, or program, or is insubordinate or disorderly during attendance at such opportunity school, class, or program, the supervisor of attendance or such other persons as the governing board of the school district or county may designate shall refer the pupil to a school attendance review board in the county. If the school attendance review board determines that available community services cannot resolve the problem of the truant or insubordinate pupil, it shall direct the county superintendent of schools to, and, thereupon, the county superintendent of schools shall, request a petition on behalf of the pupil in the juvenile court of the county. If the court upon hearing the case finds that the allegations are sustained by the evidence, the court, in addition to any other judgment it may make regarding the pupil, may render judgment that the parent, guardian, or person having the control or charge of the child shall deliver him at the beginning of each schoolday, for the remainder of the school term, to the opportunity school, class, or program designated by school authorities.

SEC. 4. Section 10751 of the Education Code is amended to read:

10751. No teacher, principal, employee, or governing board

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member of any public, private, or parochial school providing instruction in any of grades kindergarten through 12 shall permit access to any written records concerning any particular pupil enrolled in the school in any class to any person except under judicial process unless the person is one of the following:

(a) Either parent or a guardian of such pupil.

(b) A person designated, in writing, by such pupil if he is an adult, or by either parent or a guardian of such pupil if he is a minor.

(c) An officer or employee of a public, private, or parochial school where the pupil attends, has attended, or intends to enroll.

(d) A state or local law enforcement officer, including a probation officer, parole officer or administrator, or a member of a parole board, seeking information in the course of his duties.

(e) The State Superintendent of Public Instruction, or a member of his staff, or the county superintendent of schools of the county where the pupil attends, has attended, or intends to enroll, or a member of his staff.

(f) An officer or employee of a county agency responsible for protective services to children, as to a pupil referred to that agency as a minor requiring investigation or supervision by that agency.

(g) An officer or employee of any adoption agency licensed by the Department of Social Welfare, as to a minor placed with or under the supervision of that agency, or another minor from the same family as such minor, or as to children in families for which an investigation by the agency is required under Section 226.6 of the Civil Code.

(h) A designated member of a school attendance review board as to a pupil referred to that board.

The restrictions imposed by this section are not intended to interfere with the giving of information by school personnel concerning participation in athletics and other school activities, the winning of scholastic or other honors and awards, and other like information. Notwithstanding the restrictions imposed by this section, a governing board may, in its discretion, provide information to the staff of a college, university, or educational research and development organization or laboratory if such information is necessary to a research project or study conducted, sponsored, or approved by the college, university, or educational research and development organization or laboratory and if no pupil will be identified by name in the information submitted for research. Notwithstanding the restrictions imposed by this section, an employer or potential employer of the pupil may be furnished the age and scholastic record of the pupil and employment recommendations prepared by members of the school staff.

Notwithstanding the restrictions imposed by this section, the names and addresses of pupils, the record of a pupil's daily attendance, the pupil's scholastic record in the form of grades received in school subjects, the names of a pupil's parents or guardian, a pupil's date and place of birth, and the names and

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addresses of other schools a pupil has attended may be released to an officer or employee of the United States seeking this information in the course of his duties, when the pupil is a veteran of military service with the United States, or an orphan or dependent of such veteran, or an alien. Notwithstanding the restrictions imposed by this section, school personnel of a public, private, or parochial high school may furnish the names and addresses of graduating seniors to elected federal, state, county, or district officials.

SEC. 5. Section 12351 of the Education Code is amended to read:

12351. The board of education of any school district and of any county shall appoint a supervisor of attendance and such assistant supervisors of attendance as may be necessary to supervise the attendance of pupils in the district or county. The board shall prescribe the duties of the supervisor and assistant supervisors of attendance, not inconsistent with law, to include, among other duties that may be required by the board, those specific duties related to compulsory full-time education, truancy, work permits, compulsory continuation education, and opportunity schools, classes, and programs, now required of such attendance supervisors by this chapter and Article 1 (commencing with Section 6500) of Chapter 7 of Division 6 and Article 5 (commencing with Section 12751) of Chapter 7 of this division.

SEC. 6. Section 12404 of the Education Code is amended to read:

12404. If any pupil in any district of a county is an habitual truant, or is irregular in attendance at school, as defined in this article, or is habitually insubordinate or disorderly during attendance at school, the pupil may be referred to a school attendance review board. The supervisor of attendance, or such other persons as the governing board of the school district or county may designate, making such referral shall notify the minor and parents or guardians of the minor, in writing, of the name and address of the board to which the matter has been referred and of the reason for such referral. The notice shall indicate that the pupil and parents or guardians of the pupil will be invited, along with the referring person, to meet with the school attendance review board to consider a proper disposition of the referral.

If the school attendance review board determines that available community services cannot resolve the problem of the truant or insubordinate pupil or if the pupil fails to respond to directives of the school attendance review board or to services provided, the school attendance review board shall direct the county superintendent of schools to, and, thereupon, the county superintendent of schools shall, request a petition on behalf of the pupil in the juvenile court of the county.

SEC. 7. Section 12415 of the Education Code is amended to read:

12415. The county superintendent of schools in each county shall annually report to the Superintendent of Public Instruction the number and types of referrals to school attendance review boards

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and of requests for petitions to the juvenile court pursuant to Section 12404 and shall certify to the Superintendent of Public Instruction whether or not each school district within the county has complied with provisions of this chapter. Reports shall be submitted on forms prepared by the Superintendent of Public Instruction.

SEC. 8. Section 601 of the Welfare and Institutions Code is amended to read:

601. Any person under the age of 18 years who persistently or habitually refuses to obey the reasonable and proper orders or directions of his parents, guardian, or custodian, or who is beyond the control of such person, or who from any cause is in danger of leading an idle, dissolute, lewd, or immoral life, is within the jurisdiction of the juvenile court which may adjudge such person to be a ward of the court.

SEC. 9. Section 601.1 is added to the Welfare and Institutions Code, to read:

601.1. (a) Any person under the age of 18 years who persistently or habitually refuses to obey the reasonable and proper orders or directions of school authorities, and is thus beyond the control of such authorities, or who is a habitual truant from school within the meaning of any law of this state, shall, prior to any referral to the juvenile court of the county, be referred to a school attendance review board pursuant to Section 12404 of the Education Code.

(b) If the school attendance review board determines that the available public and private services are insufficient or inappropriate to correct the insubordination or habitual truancy of the minor, or if the minor fails to respond to directives of the school attendance review board or to services provided, the minor is then within the jurisdiction of the juvenile court which may adjudge such person to be a ward of the court.

SEC. 10. Section 601.2 is added to the Welfare and Institutions Code, to read:

601.2. In the event that a parent or guardian or person in charge of a minor described in Section 601.1 fails to respond to directives of the school attendance review board or to services offered on behalf of the minor, the school attendance review board shall direct that the minor be referred to the probation department or to the county welfare department under Section 600, and the school attendance review board may require the school district to file a complaint against the parent, guardian, or other person in charge of such minor as provided in Section 12452 or Section 12756 of the Education Code.

SEC. 11. Notwithstanding subdivision (f) of Section 2231 of the Revenue and Taxation Code, there shall be no reimbursement pursuant to this section nor shall there be any appropriation made by this act because the duties, obligations or responsibilities imposed on local government by this act are minor in nature and will not cause any financial burden to local government.

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Agood word for folks who Make Bad Grades

I would like to say a good word for folks who don't make good grades.
And since you asked, what I dont like about school is the way teachers treat you like your dumb or crazy. A lot of great peple was tho't to be dumb or crazy. In fact you almost have to be crazy to ever do something great.

I would rather be great than make a lot of good grades.

P.S. Thank you for letting me say a good word for folks like me who are relly ok.
P.C.

What I Want Most of all is a Knew pair of gym shorts. My old ones have a ript place in a very obvius extremity. Ever one makes fun of me in gym class cause of that.

SISSY

I WOULD LIKE TO KNOW WHO GOD IS. TO SEE IF HE REALLY IS ALIVE AND IF HE KNOWS MY NAME AND WHY I CRY ALOT. AND WHY MY DADDY LEFT MOM AND US AND IF GOD BLAMES DADDY. I WOULD LIKE TO SIT DOWN BESIDE HIM AND BE CLOSE FRIENDS. I WOULD PROBLY CRY. I KNOW I WOULD. MAYBE HE WOULDN'T MIND THOUGH. PROBLY NOT.

MARSHA

What I dont Like About School

Teachers all pick on me ALL the time. One of them always called me flunkie cause I got so many F s. One day I got so mad when I got F on this tests that I worked hard on that me and some other guys went into the mens toilits.

And thru a lited cherry bomb down into a commode and flushed it. It almost blew that toilit clean into arbit. It realy vlew hard! It realy did!
I got kicked out 3 days for that Its no use. Also that commode still dont work ok. It runs all the time,

me the flunkie
Jason

P.S. Its just no use
Jason

What I dont Like About School

I always hated most the first day of school. When I was a kid, every time on the first day of school the teachur would always look thru our hair in search of lice. The teachur always looked longer in my hair. Than anyone elses. I remember once I had this big ugly hairy looking teachur fangering thru' my hair and all and I kept hoping that a great big gint louse would jump up and bit the hell out of her. It would of served her right.

The usual recommendations for conflict resolution and violence prevention do not appear to get to the heart of the primary causes of the violence. Organizational responses to the issue of crime and violence seem to represent adult organizational philosophy rather than a critical search for basic causes and solutions.

WHAT I DONT LIKE ABOUT SCHOOL

IF i thank about it I get all upset. SO I better pass on this one today. Thanks. No hard feelens.

what i donlike school - NO A
what i dont like school is that i come evey day thanking I will get a A. But I never get a A. Just wonst I want to get a A. Ever sins I remember I go to school a thousand day a year or more I get no A. NO A

JUST WONST I WANT AN A
ONE BIG FAT A

All I git is a big funch of F
A hundred F. A thowsand F
A lowsy bunch of F